

# Educare Day Nursery and Nursery Schools

16 Pelham Road, SHERWOOD RISE, Nottingham, Nottinghamshire, NG5 1AP

<b>Inspection date</b>	22/04/2014
Previous inspection date	01/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are safeguarded well. This is because practitioners are suitably qualified, vetted and complete regular training. They have a secure understanding of their roles and responsibilities while following effective procedures to protect children.
- Practitioners work sensitively with parents, which offers a strong contribution to ensuring that children receive the necessary support for their individual needs.
- The good quality of teaching enables children to make good progress in their learning and development.
- The key person system works well, ensuring children have appropriate time to settle and then move on to their next stage in their learning smoothly.

### It is not yet outstanding because

- Although practitioners positively promote expected boundaries, some children are not as able to manage their own feelings and respond appropriately.
- There is scope to enhance children's already good mathematical skills during planting and growing activities.
- Compared to the good range of activities and resources inside, children sometimes have fewer resources to independently explore and investigate outside.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector spoke with the manager, practitioners and interacted with the children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector sampled a selection of documentation, including practitioners' qualifications and suitability checks, documents relating to children's welfare and learning and written policies and procedures.

## **Inspector**

Judith Rayner

## Full report

### Information about the setting

Educare Day Nursery and Nursery Schools Limited was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted Victorian house in the Carrington area of Nottingham and is one of two privately owned settings. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, five at level 2, three are unqualified and one holds Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm and children attend for a variety of sessions. There are currently 84 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- make the most of opportunities for children to learn to manage their feelings and respond appropriately to boundaries
- maximise children's already good mathematical skills during planting and growing activities
- increase the range of toys and activities outside to enable children to explore and investigate independently.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children's progress is good. Practitioners have a secure understanding of child development and knowledge of the learning and development requirements, and they implement effective teaching skills in practice. Practitioners plan relevant and pertinent play for each child. They understand and effectively use information from parents, which contributes to successful planning of a good range of activities to enhance all children's development and support their next steps in their learning. Practitioners also robustly observe children in their play and effectively track their progress. Children's progress is recorded in their own development file, which is also regularly shared with parents keeping them updated on their child's progress. Each month, the child's key person

provides a sheet with children's next steps and suggestions and ideas for parents to use to support their child's learning at home. Practitioners provide good activities to help children develop the necessary skills to prepare them in readiness for school. For example, to enhance their independence skills practitioners encourage children to put on their own coats and shoes and go to the toilet by themselves. Also, practitioners provide more structured activities for children, such as making marks, recognising letters and numbers and their own names. This supports children in enhancing their already good literacy skills and further enhances the skills of children who speak English as an additional language.

Older children enjoy story time. They are learning about spatial awareness as they ensure they are not sitting too close to one another and can see the story book while it is being read by the practitioner. The practitioner skilfully involves the children by asking open-ended questions about what might be happening in the story. Children enthusiastically share what they think will happen, count the spiders on the pages and eagerly show an interest in wanting to touch the textures of the spider's webs on the pages. Overall, they are motivated and enthusiastic about the activity because after the story has finished they seek out the book to read and look at with their friends independently. During planting and growing activities children show an interest in how to prepare the seeds and help them grow. Practitioners are calm and carefully explain how plants grow and talk about healthy foods. However, practitioners miss some opportunities to maximise children's mathematical skills because they do not talk much about size, shape or measure during the activity. Children play imaginatively with dolls and show good levels of physical skills as they dress and undress the dolls. They also enjoy playing cooperatively building train tracks with their friends and practitioners. They talk about the size of the track and decide if there is enough room in the area for it to be extended. Practitioners skilfully encourage children to work out the problem by themselves by asking thought provoking questions, such as 'how?', 'why?' and 'what do you think will happen?'. Children resolve the issue and change the shape of the track to ensure it fits correctly in the area.

Babies explore the toys safely because practitioners ensure there is enough room for them to move around and toddle without tripping over toys and activities. Babies have a fun time exploring differing textures by accessing the good range of treasure baskets and activities, such as wet sand. Practitioners enhance babies' exploration by giving babies time to transfer sand in to differing objects with their hands. This encourages babies to have the confidence and independence to have a go while trying new and challenging activities. Practitioners sit on the floor engaging warmly and kindly with babies. They push transport vehicles along the floor saying, 'ready, steady, go' and 'one, two, three'. This encourages babies to have a go and attempt to hold and push the vehicle themselves while enhancing their physical and communication and language skills. Toddlers enjoy playing imaginatively with small world characters. They confidently engage in conversation with practitioners who ask open-ended questions. This entices them to talk more about what they are holding and what they doing with the characters which enhances their communication and language skills. Toddlers participate well in action songs while waiting for their lunch. They show good levels of knowledge relating to their body parts as they touch the parts of their body the song relates to. They enjoy this singing time, smiling and laughing while sharing this activity with their peers and practitioners. Practitioners warmly praise their attempts, helping children feel good about what they are achieving.

### **The contribution of the early years provision to the well-being of children**

The key person system works well ensuring children have appropriate time to settle and then move on to the next stage in their learning smoothly. For example, practitioners share relevant information about the child, such as their current targets for the next steps in their learning, as well as formal written assessments when they move on to school. These are also shared with parents keeping them informed of their child's next stage in their learning and development. Parents of children who are just settling in are offered flexible arrangements to ensure all children are given adequate time to settle in to their new environment and build on relationships with their key person. As a result, children who have settled have strong, established relationships between themselves and practitioners. Furthermore, practitioners understand and value the importance of gathering in-depth information from parents. They successfully use this information to plan and provide relevant activities pertinent to the child to help them settle and meet their individual needs. Children's personal routines are respected and met sensitively by practitioners.

Overall, children's behaviour and self-esteem is good. Practitioners are kind and caring and treat each child with respect and uniqueness. Positive words of encouragement and praise are regularly used, which helps children feel good about themselves and pleased and valued about what they have achieved. However, despite this, on a few occasions practitioners do not always effectively help children to manage their own feelings and respond appropriately to boundaries. For example, when they have to share toys or participate in 'helping others' activities, they sometimes display frustration. Practitioners sensitively allow children to calm down and then talk to them gently. This sometimes encourages and helps children to understand how to share toys and help their friends set up the chairs at the lunch table. Consistent strategies implemented by practitioners to manage a range of children's behaviour are mostly robust. As a result, most children are happy, settled and understand what is expected of them.

Children's health is effectively promoted because practitioners are good role models. They help children learn about keeping healthy through daily tasks and activities because they oversee children's toileting and self-care routines well. During planting and growing activities, practitioners teach children about the healthy food they are growing, such as tomatoes. Children also know to wash their hands before eating to stop the germs from spreading. Healthy meals meet children's individual dietary requirements successfully. Good methods are used to inform the cook of children's individual dietary needs and menus are rotated on a regular basis to ensure children are offered a well-balanced diet. Babies are closely monitored to ensure they do not become dehydrated and are safely bottle-fed. Children are learning about keeping safe while walking down the stairs because they hold on to the banister to ensure they do not fall. Furthermore, they are all actively involved in emergency evacuation drills, which helps them learn what to do should they need to leave the building quickly to keep safe.

A welcoming and mostly stimulating environment is presented to all children, parents and visitors. Inside, toys are safe, stimulating and presented attractively to encourage children to explore independently. For example, babies enjoy exploring the good range of treasure

baskets filled with various textures, which enhances their sensory skills. Positive images, toys and resources are presented enabling all children to enhance their awareness of others' similarities and differences. For example, books throughout nursery display positive images of varying cultures and races. Furthermore, practitioners treat each child with equal concern and sensitively build upon children's self-esteem and confidence in a positive way. Older children independently choose which room they wish to play in while accessing a good range of toys to enhance their all-round development. Outside, children move around with ease and confidence while choosing some toys of their own preference. However, compared to the good range of activities and resources inside, children occasionally have fewer resources outside that are interesting and challenging. As a result, they are sometimes less able to explore and investigate independently. Children enjoy spending time outside, running around and enhancing their large muscle skills while exercising in the fresh air. This is a daily occurrence because practitioners understand the benefits for children and implement this in the daily activity plans.

### **The effectiveness of the leadership and management of the early years provision**

Children are effectively safeguarded. This is because practitioners have a secure knowledge and understanding of what they need to do should they have any concerns regarding a child in their care. Robust procedures are in place for any eventualities regarding the safety of children and if there are any concerns regarding the suitability of practitioners. Children are closely supervised and all risk assessments for inside, outdoors and for outings are thorough, promoting children's overall safety. The monitoring of the main door to the nursery is effective. This ensures children's safety is maintained at all times. Visitors are requested to show their identification before entry and a 'visitors' book' is signed, tracking who enters and leaves the nursery. Children receive good levels of supervision as the manager ensures that practitioners are effectively deployed and suitable ratios are maintained. Furthermore, the manager oversees all records regarding risk assessments enabling her to track any emerging patterns and take swift action if necessary.

Each practitioner's performance is closely monitored to ensure they are delivering an effective service to the children and their families. For example, regular supervision and annual appraisals identify each practitioner's training needs and the manager monitors their suitability effectively. All records, written policies and procedures successfully underpin the smooth running of the nursery. Practitioners adhere to them thoroughly, implement them robustly and maintain them well in practice. The recommendation made at the last inspection has been successfully addressed, which promotes some aspects of children's learning by practitioners using more open-ended questions. This helps children engage more in conversation and further enhances their already good speaking skills. The manager has a good understanding of reflecting on the service that is offered and takes action to improve outcomes for children. For example, the manager has recently introduced a robust system for monitoring the educational programmes and practitioners' performance. This ensures all children receive a good balanced range of play and experiences at the nursery so that they continue to make good progress. Furthermore, parental questionnaires are issued at regular periods of time, to help the manager reflect

on the service that the nursery provides and to make necessary improvements for the benefit of children. Children are also involved by practitioners talking to them about what they like to play with. Practitioners promote and value children's ideas and suggestions for improvements by displaying their artwork and comments for all users of the nursery to see.

Partnerships with parents and other professionals are good. Practitioners work sensitively with parents, which offers a strong contribution to ensuring that children receive the necessary support for their individual needs. The manager is also approachable enabling parents to speak with her during operational times offering an 'open door' policy. Parents spoken to are happy with the service they are provided with and value the support to meet their child's ongoing and changing needs. They also value the time offered by practitioners to help their children settle in to their new environment and information is exchanged carefully to ensure all children's needs are identified and met. Information is displayed around the nursery offering parents immediate information about childcare issues and events happening at the nursery. Practitioners also value the input and support from other professionals to assist in meeting the needs of children with special educational needs and/or disabilities. For example, practitioners work closely with speech therapists to further enhance children's communication and language skills. Furthermore, practitioners also work sensitively with other agencies involved in the child's care. This brings about more positive changes for children so that they offered more pertinent and personalised care, such as individual care plans. Practitioners implement and adhere to these individual care plans while working carefully and respectfully with the parents of the children. Links with local schools are well established, which enables practitioners to work closely with teachers to share information about children when moving on to the next stage in their learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	254610
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	966096
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	81
<b>Number of children on roll</b>	84
<b>Name of provider</b>	EduCare Day Nursery & Nursery Schools Ltd
<b>Date of previous inspection</b>	01/07/2013
<b>Telephone number</b>	0115 9691700

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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